Chapters 3, 4 UbD/DI and Chapter 3, 4 MI

The beginning of chapter three had a very interesting chart, Figure 3.1, where it laid out how students think, and what they love and need with their most developed intelligences. It was really cool to see all of the ways that their developed intelligences would affect them, and how as a teacher I will be able to use these modes to stimulate their thinking. On page 34, a way of figuring out what these student’s most developed intelligences are is introduced, and it is not what I was expecting. It is suggested that you pay attention to how students misbehave. How a student misbehaves, what it is they are doing, is a display that shows how each student would prefer to learn, how they like to act. Figure 3.2 is a checklist that a teacher could use to document how a student is behaving in class and use that information to determine what their MI(s) may be. I think that this is something that teachers should do throughout a student’s academic career, that way their future teachers have an idea of how to manage their classroom, that way they spend less time trying to figure the students out and more time catering to their education.